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| **Checklist for Review of Secondary Curriculum Matrices** | | | | | | | |
| **Course: Chemistry SL** | | | | | | | **Reviewer: KGR**  **Review Date: 8/72013** |
| **MATRICES: How does the current matrix reflect the criteria below?** | | | | | | | |
|  | **Not Present** | | **Good Start** | | **Well on the Way** | **Exemplar** | **Evidence** |
| **Learning Focus** | | | | | | | |
| Does the matrix show a clear learning focus for the course? | NP | | GS | | WW | E | Definite progress made during Curriculum week! |
| Is it clear what concepts are to be taught and assessed during the course? | NP | | GS | | WW | E | Clearly identified concepts (linked to the DP curricular framework). |
| Is it clear which of the Common Core Learning Standards (CCLS) are to be taught and assessed during the course? | NP | | GS | | WW | E | CCLS aren’t represented—while the DP concepts and the MST standards are important don’t discount the CCLS relative to writing in technical subjects and reading informational text… they apply to you as well. |
| Are all CCLS that need to be taught and assessed during the course included on the matrix? | NP | | GS | | WW | E |
| Does the matrix show necessary additional standards (NYS or other) that are to be taught and assessed? | NP | | GS | | WW | E | Incorporation of the MST is an important feature…just be sure that all standards listed are assessed within the formative/summative assessments. |
| Is it clear that content/skills are to be taught in service of the larger concepts/standards identified? | NP | | GS | | WW | E | This is in progress, but could use some slight finesse. |
| Assessments | | | | | | | |
| Are the assessments aligned with the concepts and standards that are the focus of the course? | NP | GS | | WW | | E | Assessments seem to be aligned with the standards—two summative assessments in a two week period might be pushing it though… consider the positive and negative elements to that |
| Are the assessments varied and valid per IB requirements (e.g. open-ended problem-solving activities, investigations, organized debates, hands-on experimentation, analysis and reflection)? | NP | GS | | WW | | E | Assessments aren’t varied at all—while the skills are different the vehicle is exactly the same. Consider the external assessment—a paper/pen test; is a practical assessment (lab) the best vehicle for overall understanding? It will accurately measure skill, but you need to be mindful of overall course goals as well. |
| **Recommendations:** | | | | | | | |
| Continue with progress on the matrix—this is a work in progress (but I’m impressed with how much you accomplished during curriculum week!). Be sure that you’re filling in the blanks on the matrix, continuing the conversation relative to assessment (and relative to grading rules). | | | | | | | |